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ABSTRACT

Intended for students taking the English 33 Grade 12 Diploma Examinations in Alberta, Canada, this writing test booklet contains the composition component of the June 1989 tests. During 2.5 hours, students are required to perform the following writing tasks: (1) a personal response to an excerpt from Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey's "Cheaper by the Dozen"; (2) functional writing requiring a written response to a given situation; (3) a response to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet also contains space for planning and drafting the compositions, as well as for writing the revised work. (KEH)

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GRADE 12 DIPLOMA EXAMINATION

English 33

Part A: Written Response

June 1989

Alberta
EDUCATION

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GRADE 12 DIPLOMA EXAMINATION
ENGLISH 33

Part A: Written Response

GENERAL INSTRUCTIONS

This examination consists of THREE sections. Read the **WHOLE** examination before you begin to write. Complete **ALL** sections.

Total time: 2½ hours

Budget your time carefully.

The three sections of the test are as follows:		Page Number
Section I:	Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II:	Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III:	Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	21

You may use an English language **DICTIONARY** and a **THESAURUS**.

Space is provided for PLANNING AND DRAFTING and for REVISED WORK.

Please write your revised work in blue or black ink.

DO NOT WRITE YOUR NAME ANYWHERE IN THE TEST BOOKLET.

JUNE 1989

SECTION I: PERSONAL RESPONSE TO LITERATURE

Read the excerpt from *Cheaper by the Dozen* and complete the assignment that follows.

from CHEAPER BY THE DOZEN

Dad's mother, Grandma Gilbreth, believed that her children were fated to make important marks in the world, and that her first responsibility as a widow was to educate them so they would be prepared for their rendezvous with destiny.

"After that," she told her Fairfield neighbors, with a knowing nod, "blood will tell."

Without any business ties to hold her in Maine after the death of Grandpa Gilbreth in 1871, she moved to Andover, Massachusetts, so that the girls could attend Abbott Academy. Later, when her oldest daughter showed a talent for music, Grandma Gilbreth decided to move again. Every New Englander knew the location of the universe's seat of culture, and it was to Boston that she now journeyed with her flock.

Dad wanted, more than anything else, to be a construction engineer, and his mother planned to have him enter Massachusetts Institute of Technology. By the time he finished high school, though, he decided this would be too great a drain on the family finances, and would interfere with his sisters' studies. Without consulting his mother, he took a job as a bricklayer's helper.

Once the deed was done, Grandma Gilbreth decided to make the best of it. After all, Abraham Lincoln had started by splitting rails.

"But if you're going to be a bricklayer's helper," she said, "for mercy sakes be a good bricklayer's helper."

"I'll do my best to find a good bricklayer to help," Dad grinned.

If Grandma thought Dad was going to be a good helper, his new foreman thought he was the worst he had encountered in forty years, man and boy, of bricklaying.

During Dad's first week at work he made so many suggestions about how brick could be laid faster and better that the foreman threatened repeatedly to fire him.

"You're the one who came here to learn," the foreman hollered at him. "For Pete's sake don't try to learn us."

Subtle innuendoes like that never worried Dad. Besides, he already knew that motion study was his element, and he had discovered something that apparently had never attracted the attention of industry before. He tried to explain it to the foreman.

"Did you ever notice that no two men use exactly the same way of laying bricks?" he asked. "That's important, and do you know why?"

"I know that if you open your mouth about bricklaying again, I'll lay a brick in it."

"It's important because if one bricklayer is doing the job the right way, then all the others are doing the job the wrong way. Now if I had your job, I'd find who's laying brick the right way, and make all the others copy him."

"If you had my job," shouted the livid-faced foreman, "the first thing you'd do is fire the red-headed unprintable son of a ruptured deleted who tried to get *your* job. And that's what I think you're trying to do."

He picked up a brick and waved it menacingly.

"I may not be smart enough to know who my best bricklayer is, but I know who my worst hod[1] carrier is. I'm warning you, stop bothering me or this brick goes into

Continued

[1]hod — a tray with a pole handle carried over the shoulder for transporting bricks

your mouth — edgewise."

Within a year, Dad designed a scaffold that made him the fastest bricklayer on the job. The principle of the scaffold was that loose bricks and mortar always were at the level of the top of the wall being built. The other bricklayers had to lean over to get their materials. Dad didn't.

"You ain't smart," the foreman scoffed. "You're just too lazy to squat."

But the foreman had identical scaffolds built for all the men on the job, and even suggested that Dad send the original to the Mechanics Institute, where it won a prize. Later, on the foreman's recommendation, Dad was made foreman of a crew of his own. He achieved such astonishing speed records that he was promoted to superintendent, and then went into the contracting business for himself, building bridges, canals, industrial towns, and factories. Sometimes, after the contract work was finished, he was asked to remain on the job to install his motion study methods within the factory itself.

By the time he was twenty-seven, he had offices in New York, Boston, and London.

Frank B. Gilbreth Jr.
and *Ernestine Gilbreth Carey*

THE ASSIGNMENT

The authors of the excerpt from *Cheaper by the Dozen* suggest that their father's success was a result of his creative ideas and self-confidence.

WHY DO YOU THINK THE FATHER WAS SUCCESSFUL?

In your writing you should

- **consider the father's family background, behavior, attitude, etc.**
- **consider how your view of the father has been influenced by your experiences or observations**

BE SURE TO SUPPORT YOUR OPINION by considering the ideas in the selection itself and your experiences or observations. You may also refer to other literature you have studied.

Present your ideas in PROSE.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6, 8, and 10.

REVISED WORK

There is additional space for Revised Work on pages 7, 9, and 11.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 8 and 10.

REVISED WORK

There is additional space for Revised Work on pages 9 and 11.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

REVISED WORK

There is additional space for Revised Work on page 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

REVISED WORK

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

Read the situation described below and complete the assignment that follows.

THE SITUATION

You recently took advantage of the introductory offer of the ROCKIN' RIGHT RECORD CLUB that you saw in the following advertisement:

You sent away your membership application for records and a record holder. After waiting eight weeks you received only five records, two of which were severely damaged, yet the shipping box was not damaged at all. Also, the record holder was not of the quality that you expected.

THE ASSIGNMENT

IN THE SPACE PROVIDED, WRITE A LETTER TO THE RECORD CLUB AND EXPRESS YOUR CONCERNS REGARDING YOUR ORDER.

In your letter BE SURE to

- **explain why you applied for membership in the club**
- **include all the information relating to the problems with your order**
- **suggest steps that the company should take in this matter**

Use an appropriate tone.

PLEASE NOTE: Letter format has been provided beginning on page 15.
Sign your letter PAT JONES.

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PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 16 and 18.

Section II: Functional Writing

REVISED WORK

609 Nalcreek Drive
Nalwen, Alberta
T9R 3P3

June 9, 1989

Rockin' Right Records
4621 Markland Place
Toronto, Ontario
M9C 1Z7

Dear Sir or Madam:

There is additional space for Revised Work on pages 17 and 19.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 18.

REVISED WORK

There is additional space for Revised Work on page 19.

PLANNING AND DRAFTING

Section II: Functional Writing

REVISED WORK

GO ON TO SECTION III

SECTION III: RESPONSE TO VISUAL COMMUNICATION

Examine the photograph below and complete the assignment on page 23.

Continued

Section III: Response to Visual Communication

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 24.

Section III: Response to Visual Communication

THE ASSIGNMENT

What idea(s) does the photographer communicate with this photograph? Explain how the details in the photograph and the photographer's techniques reinforce the idea(s).

REVISED WORK

There is additional space for Revised Work on page 25.

Section III: Response to Visual Communication

PLANNING AND DRAFTING

Section III: Response to Visual Communication

REVISED WORK

CREDITS

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M1 M2 M3

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ENGLISH 33: PART A

NAME: (LAST NAME) (FIRST NAME) DATE OF BIRTH: Y M D SEX:

PERMANENT MAILING ADDRESS: _____
(Apt./Street/Ave./P.O. Box) (Village/Town/City) (Postal Code)

SCHOOL CODE: SCHOOL: _____ SIGNATURE: _____

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ENGLISH 33: PART A